

Title	Read written texts to understand ideas and information		
Level	1	Credits	5

Purpose	Learners credited with this Unit Standard are able to read to make sense of written texts, read for different purposes, and read with critical awareness.
----------------	---

Classification	<i>To be confirmed</i>
-----------------------	------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

1. This Unit Standard belongs to a package of standards that form the Literacy and Numeracy co-requisite to the New Zealand Certificate of Achievement (NCEA) in English language. Together with [the Writing Standard] and [Numeracy Standard], it assesses the foundational literacy and numeracy skills that enable learners to engage in further learning, life, and work.
2. For the purposes of this Unit Standard, *foundational literacy* refers to the knowledge and capabilities in reading and writing that enable learners to access further learning, develop important life skills, and engage in employment and in their communities. In Aotearoa New Zealand, this includes an understanding of how to participate in a bicultural society.
3. This Unit Standard corresponds to the Big Ideas and Significant Learning in the Literacy Learning Matrix for reading. It should be read in conjunction with Unpacking Literacy and at least one of the relevant frameworks below:
 - The New Zealand Curriculum (NZC) – upper Level 4, lower Level 5
 - Curriculum Progress Tools, which comprise the Learning Progressions Framework (LPF) and Progress and Consistency Tool (PaCT)
 - Reading: The scale descriptors in the range 750 to 850
 - The Learning Progressions for Adult Literacy (LPAN) – Step 4
 - The English Language Learning Progressions (ELLP) – upper Stage 3, lower Stage 4
 - The Programme for the International Assessment of Adult Competencies (PIAAC) – upper Level 2, lower Level 3

4. This standard has been designed so that it can be assessed using a digital adaptive tool if one should be developed. In the interim, students will be assessed through a Common Assessment Task that is delivered by NZQA.
5. For this standard, the complexity of the texts must allow learners to demonstrate skills as described in one or more of the following documents:
 - The New Zealand Curriculum (NZC) – upper Level 4, lower Level 5
 - Curriculum Progress Tools, which comprise the Learning Progressions Framework (LPF) and Progress and Consistency Tool (PaCT)
 - Reading: The scale descriptors in the range 750 to 850
 - The Learning Progressions for Adult Literacy (LPAN) – Step 4
 - The English Language Learning Progressions (ELLP) – upper Stage 3, lower Stage 4
6. Competence for the performance criteria will be assessed across a range of texts.
7. For this standard, assessment must include:
 - i. a minimum of four texts;
 - ii. continuous and non-continuous texts of various text types;
 - iii. at least one text of more than 200 words.

The complexity of the texts must allow learners to demonstrate skills at the level outlined in Paragraph 3 (above).

8. Definitions

Compare refers to noting the similarities and differences within or between texts.

Credibility refers to making a judgement about the trustworthiness of an author/source (cf *Reliability*).

Critical awareness refers to the ability to identify who wrote a text, for whom, why and whether it may have purposes that are not immediately apparent.

Evaluate refers to making a judgment – for example, regarding the usefulness of the text for the reader's purpose, or the trustworthiness of author/source and text in the other case – and writing a brief statement about the main points.

Language features refers to the use of grammar, tense, vocabulary, sentence structure etc.

Link refers to making associations between ideas within or between text.

Locate refers to finding information in a text.

Reliability refers to making a judgment about the trustworthiness of a text (cf *Credibility*).

Process refers to demonstrating an understanding of ideas and information.

Summarise refers to giving a brief account of the main ideas.

Text structures refers to the organisation of a text, including layout found in different text types (e.g., letters, reports, pānui, recounts, narratives).

Outcomes and performance criteria

Outcome 1

Read to make sense of written texts.

Performance criteria

1.1 Identify important ideas and/or process information.

1.2 Make connections within texts using text structures and language features

Range may include but is not limited to – layout, headings, illustrations, cohesive devices.

1.3 Identify the meaning of vocabulary essential to understanding the text.

Range may include but is not limited to – specialised, topic-specific, general academic.

Outcome 2

Read written texts with critical awareness.

Performance criteria

2.1 Identify and link the audience(s), purpose(s) and point of view(s) of the writer.

2.2 Evaluate the reliability and credibility of the text and/or the writer.

Range may include but not limited to – bias, stereotypes, missing or contradictory information.

Outcome 3

Read for a specific purpose.

Performance criteria

3.1 Select and evaluate the appropriateness of texts according to the reader's purpose.

3.2 Locate and use information across a range of texts according to the reader's purpose.

Range may include but is not limited to – compare, contrast, summarise, link.

DRAFT

Title	Write texts to communicate ideas and information		
Level	1	Credits	5

Purpose	Learners credited with this Unit Standard are able to write texts for different purposes and audiences, and use language conventions appropriately to support communication.
----------------	--

Classification	<i>To be confirmed</i>
-----------------------	------------------------

Available grade	Achieved
------------------------	----------

Guidance Information

- This Unit Standard belongs to a package of standards that form the Literacy and Numeracy co-requisite to the New Zealand Certificate of Achievement (NCEA) in English language. Together with [the Reading Standard] and [Numeracy Standard], it assesses the foundational literacy and numeracy skills that enable learners to engage in further learning, life, and work.
- For the purposes of this unit standard, *foundational literacy* refers to the knowledge and capabilities in reading and writing that enable learners to access further learning, develop important life skills, and engage in employment and in their communities. In Aotearoa New Zealand, this includes an understanding of how to participate in a bicultural society.
- This Unit Standard corresponds to the Big Ideas and Significant Learning in the Literacy Learning Matrix for reading. It should be read in conjunction with Unpacking Literacy and at least one of the relevant frameworks below:
 - The New Zealand Curriculum (NZC) – upper Level 4, lower Level 5
 - Curriculum Progress Tools, which comprise the Learning Progressions Framework (LPF) and Progress and Consistency Tool (PaCT)
 - Writing: The scale descriptors in the range 800 to 900
 - The Learning Progressions for Adult Literacy (LPAL) – Step 4
 - The English Language Learning Progressions (ELLP) – upper Stage 3, lower Stage 4.
 - The Programme for the International Assessment of Adult Competencies (PIAAC) – upper Level 2, lower Level 3
- This standard has been designed so that it can be assessed using a digital adaptive tool if one should be developed. In the interim, students will be assessed through a Common Assessment Task that is delivered by NZQA.

5. For this standard, assessment must include:

- i. a minimum of two pieces of writing in different registers (formal and informal);
- ii. different text types, and for different purposes and audiences (for example instructions, reports, descriptions, promotional material, narratives);
- iii. a continuous text of at least 200 words.

6. Definitions

Continuous text consists of sentences organised into paragraphs and often into larger units (for example essays, chapters or books), whereas *non-continuous text* consists of information without such continuous organisation (for example lists, tables, charts, pānui, graphs, and images supported by a significant element of written information).

Everyday high frequency vocabulary refers to words found on the Essential Spelling List 1-7 and/or the first 2000 words of the New General Service List as well as any other words as defined in the assessment task.

Formal (register) is used in letters of application, CVs, workplace reports, essays etc.

Informal (register) is used in personal communication. It is also used to establish a connection with the reader or portray a character (for example in fiction).

Intrusive errors are those that impact on meaning and/or interrupt the flow of the text.

Register refers to the scale of formality.

Technical accuracy refers to mastery of text conventions such as grammar, spelling and punctuation, and selecting the correct vocabulary to communicate intended meaning.

Text coherence refers to the presentation of ideas in a comprehensible manner and logical order, where the connection between ideas is clear.

Text structure refers to the organisation of a text, including layout found in different text types (for example letters, reports, pānui, recounts, narratives).

Outcomes and performance criteria

Outcome 1

Write meaningful texts for different purposes and audiences.

Range minimum of two pieces of writing of different text types, and for different purposes and audiences;

text types may include but are not limited to – instructions, reports, descriptions, promotional material, narratives;
one text must be in a formal register;
one text must be a continuous text of at least 200 words.

Performance criteria

- 1.1 Use content that is appropriate to purpose and audience.
- 1.2 Use text structures in ways that are appropriate to purpose, audience and text type.
- 1.3 Make language choices that are appropriate to purpose and audience.
Range includes but is not limited to – vocabulary, register, sentence structure, tense.
- 1.4 Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or grammar.

Outcome 2

Use language conventions to support communication.

Performance criteria

- 2.1 Construct a variety of complete sentences.
Range must include – simple, compound, complex sentences.
- 2.2 Punctuate correctly to support meaning.
Range includes but is not limited to – capital letters, full stops, question marks.
- 2.3 Use grammatical conventions appropriately within sentences and paragraphs to communicate meaning.
Range includes but is not limited to – tense, subject-verb agreement, pronoun reference, word form.
- 2.4 Use and spell everyday high frequency vocabulary with technical accuracy.
- 2.5 Make simple changes to improve text coherence and the organisation of the content.